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ABSTRACT

This course in licensed vocational nursing, one of a series of bilingual English-Spanish vocational education courses, is designed to teach basic nursing principles needed by nurses' aides to do nursing procedures and skills in the different health care institutions. It covers many areas, including the following: the health care system, personal care of patients, common nursing procedures, nutrition, medical aspesis, body mechanics, first aid, and cardiopulmonary resuscitation, providing handouts and transparency masters with narrative for these topics. The course also contains a detailed sample lesson plan on vocabulary for nurses aides as a model for teachers to use to develop lessons for the course and an extensive English/Spanish vocabulary list. Suggested books and films for teacher or classroom use complete the packet. (KC)

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ED234209

BILINGUAL VOCATIONAL INSTRUCTIONAL MATERIALS

NURSING/LVN COURSE

SWT

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Southwest Texas State University
San Marcos, Texas 78666

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NURSING/LVN COURSE

Course Description

This course is designed to teach basic nursing principles needed to do nursing procedures and skills in the different health care institutions by the nurse aide. It will cover many areas including the following: the health care systems, personal care of patient, common nursing procedures, nutrition, medical aspesis, body mechanics, first aid and CPR.

Course Objective

The student will be able to:

1. Explain the purpose and organization of health care institutions.
2. Describe the organization of the nursing division of a hospital.
3. Identify the nursing team.
4. Explain the difference between the registered nurse (RN) and the licensed vocational nurse (LVN), and know the nursing tasks they will be doing on the job.
5. Display qualities that are desirable for good nursing aides to have.
6. Describe the five main kinds of patients.
7. Describe the patient care departments in the hospital.
8. To report their observations promptly, accurately, and objectively.
9. To explain how microorganisms are destroyed.
10. To explain isolation and reverse or protective isolation.
11. To know the purpose of each piece of large equipment.
12. To make the different types of beds.
13. To list the general rules of hospital safety.
14. To describe the special safety precautions necessary when oxygen is being used.
15. To explain what you can do to prevent fires and what to do in case of fire.
16. To lift, hold, or move an object or patient using good body machanics.
17. To move a patient from the bed to a wheelchair and back into bed or stretcher.

18. To move the helpless patient using a portable mechanical patient lift.

19. To care for the patient's mouth using good oral hygiene techniques.

20. To bathe the patient.

21. To help the patient use the bedpan or urinal.

22. To recognize the signs of a bedsore (a decubitus ulcer).

23. To define a well-balanced diet and to name the four basic food groups.

24. To explain what is meant by a therapeutic diet and to list, describe, and explain the purpose of each type of therapeutic diet.

25. To prepare the patient before mealtime.

26. To serve the food tray.

27. To observe and record information concerning meals.

28. To feed the helpless patient.

29. To give the reasons for making accurate records of fluid intake and output and recording them accurately on I&O sheet.

30. To list ways in which the body loses fluids.

31. To explain what specimens are, and label specimens properly.

32. To test urine for sugar and acetone.

33. To administer a cleansing enema and retention enema.

34. To give colostomy care.

35. To give daily catheter care.

36. To explain and know the average adult normal rates in vital signs.

37. To read and demonstrate the procedure for taking oral, rectal, and axillary temperatures.

38. To count the pulse, and accurately report the rate and rhythm.

39. To count the patient's respirations accurately.

40. To be able to take a blood pressure accurately.

41. To be able to admit and discharge a patient.

42. To assemble the equipment necessary and to prepare the patient for different positions used for physical examinations.

43. To change the patient's gown with an intravenous (IV) tube running into his body.

44. To be able to check the intravenous bottle, drip chamber, tubing, and the patient's arm, so that they can promptly report anything unusual to your head nurse or team leader.

45. To describe two methods of giving oxygen to patients.

46. To explain what generalized and localized mean.

47. To complete a preoperative checklist accurately.

48. To shave the patient in preparation for surgery.

49. To help the preoperative patient feel calm and relaxed.

50. To get the patient's unit ready for his return from the operating room or recovery room.

51. To observe the patient for signs of postoperative trouble.

52. To provide a safe environment for the postoperative patient.

53. To apply binders, elastic bandages and antiembolosm elastic stockings.

54. To help meet the emotional needs of the patient.

55. To help meet the special needs of the patient's family.

56. To identify signs of approaching death.

57. To give postmortem care gently and respectfully.

58. To protect the patient's body from the unit discreetly.

59. To demonstrate techniques and procedures of CPR.

60. To demonstrate qualities of empathy, understanding, and a sincere love of people when caring for the geriatric patient.

Course Outline

A. Orientation to Health Care Institutions

1. Health Care Institution

2. Nursing Personnel

3. Job Description

4. Good Qualities

5. Legal Aspects

6. Being Successful

B. Introduction to the Patient

1. Different Kinds of Patients

2. Kinds of Illness

3. Types of Doctors

4. Special Areas

5. Communication

6. Responsibilities of N.A.

7. Observing the patient

C. Infection Control

1. Medical Asepsis

2. Vocabulary

3. Isolation

D. Your Working Environment

1. Patient's Unit

2. Small Child

3. Equipment

4. Bed Making

5. Hospital Safety

6. Fire Safety and Prevention

E. Lifting, Moving, and Transporting Patients

1. Body Mechanics

2. Lifting and Moving Patients

3. Transporting a Patient

F. Personal Care of the Patient

1. Daily Care of Patient

2. Oral Hygiene
3. Helping the Patient to bathe
4. Back Rub
5. Changing the gown
6. Shampooing the Patient's Hair
7. Combing Patient's Hair
8. Shaving the Patient
9. Bedpan or urinal
10. Preventing Decubitus

G. Food Service
1. Therapeutic Diet
2. Types of Diets
3. Nutrition for the Patient
4. Feeding Helpless Patient
5. Between-Meal Nourishments
6. Distributing Drinking Water

H. Intake and Output
1. Water essential to human life
2. Fluid Intake
3. Force Fluids (FF)
4. Restrict Fluids
5. Nothing by Mouth (N PO)
6. Fluid Output
7. Catheters - Foloys

I. Specimen Collection
1. Specimens

2. Asepsis in Collection

3. Types of collection

J. Special Treatment

1. Rectal Treatment

2. Colostomy

3. Perineal Care

4. Catheter Car

5. Patient Artificial Eye

K. Observing and Recording Vital Signs

1. Vital Signs

2. Measuring the Patient's Temperature

3. Taking Pulse

4. Counting Respirations

5. Taking Blood Pressures

L. Patient Admission, Transfer, and Dishcarge

1. Admitting Patient

2. Transferring the Patient

3. Discharge the Patient

M. Physical Examination, Body Positions, and Tubes and Tubing

1. Role in Physical Examination

2. Draping and Positioning the Patient

N. Warm and Cold Applications

1. Warm Application

2. Cold Application

O. Preoperative and Postoperative Nursing Care

1. Preoperative

2. Types of Surgery

3. Postoperative

4. Terms

P. Cardiopulmonary Resuscitation

1. Background and General Principles

Q. Care of the Dying Patient

1. Care

2. Family

3. Pastor

4. Approaching Death

5. Postmortem Care

R. Cardiopulmonary Resuscitation

1. Background and General Principles

2. Life Support

3. Early Warning Signals

4. Proper CPR Sequence for Unwitnessed Cardia Arrest

S. First Aid

1. Heart Attack

2. Stroke

3. Wounds

4. Shock

5. Position

6. Poisoning

7. Burns

8. Chemical Burns

9. Head Injuries

10. Head, Neck & Spine Injuries

11. Injuries of Eyes
12. Infection
13. Animal & Human Bites
14. Fractures
15. Sprain
16. Fainting
17. Convulsions
18. Heat Stroke
19. Heat Exhaustion
20. Frostbite
21. Exposure to Cold
22. Escaping from Fire
23. Electrical Emergencies
24. Exposure to Radiation
25. Obtaining Help in Emergency

T. Geriatric Nursing
1. Geriatrics
2. Nursing Home
3. Medication
4. Patient Abuse
5. Common Problems

U. Mother and Newborn Nursing
1. Pregnancy
2. Labor
3. Post Partum
4. Complications of Pregnancy
5. Newborn

Reference

1. Course Syllabus for Nurse Aide and Nurse Aide Skills for Bee County College, Occupational Education, Route 1, Beeville, Texas.

Introduction to Sample Lesson Plan

At first view of this sample lesson plan, the teacher may feel overwhelmed at the amount of material included. Certainly the material provided cannot be taught in one day. No effort has been made to divide the material into more than three class periods, but it is understood that the teacher will make his/her own adaptations as to both amount of material and time element.

There may be some objection that too much material is presented at one time so that it cannot be mastered as thoroughly in one day as a more limited vocabulary might be. However, given the general consideration that concrete words are the easiest to learn--names of objects, numbers and colors, for example, the difficulty arises with using these words in sentences. For this reason, words are generally taught in context In implementing the Sample Lesson Plan format, it is recommended that not more than twenty new vocabulary words are introduced in a given class period. The philoshophy behind the suggested method of presentation takes into account several considerations.

(1) It is presumed that the student has already had some exposure to the target language and can handle common usages with some degree of confidence. Therefore more time may be devoted to the new, technical aspects.

(2) As the student moves into an area of technical vocabulary, he/she needs to practice the new lexical items in situations related to the career area. A more extensive vocabulary divided into several categories provides for more complete responses in relatively normal situations. This means that instead of learning perfectly a limited number words in a given day, the student will require more class periods to absorb and use freely the larger number of words and expressions.

(3) It is felt that learning is more meaningful if particular lexical items are absorbed within a general context rather than learned in isolated lists. For that reason, questions and discussions require responses that may seem beyond the ability of the student. In view of the requirements of some of the exercises, it is recommended that on the first day, and perhaps even on the second, the student be allowed to have his/her vocabulary list in sight so that he may refer to it as needed to form adequate responses. In this way, he/she will develop confidence in putting to practical use the specific items to be learned and he will add to his knowledge spontaneously by absorbing other words and expressions appropriate to the situation but not given the official vocabulary.

(4) Some students undoubtedly will not know all words included in some of the questions. The teacher should accept requests for meanings or explanations when made in acceptable form in the target language. (English: What does _____ mean?; Spanish: "¿Que significa _____"? or "¿Como se dice _____ en ingles?).

(5) Teachers and instructiors should keep in mind the five components of a bilingual/vocational program:

(a) Instruction should be given in two languages.
(b) Materials must be in two languages (avoid text books).
(c) Instruction is based upon two cultures.
(d) Students must have the opportunity to learn two languages. (Learn original concept in native language and reinforce in English or vice versa.)
(e) The vocational teacher(s) and the English as a Second Language (ESL) teacher(s) must work as a team.

Because of the complexity of the bilingual phenomenon, bilingual programs require certain testing needs, therefore the following factors must also be taken into consideration when evaluating a student in a bilingual class.

(1) Frequently, bilinguals prefer one language over the other in specific domains. These domains may be the home, the neighborhood and school for children, and for older speakers other areas such as religion, music, sports and hobbies.

(2) Bilinguals may not be equally competent in the skills areas of listening, speaking, reading, and writing.

(3) Bilinguals may have limited levels of formality in one or both languages. For example, a worker who has learned the second language by talking to co-workers will have an informal style and may be uncomfortable in a formal situation.

For the Sample Lesson Plan in this unit, three types of measuring devices are suggested: Word-naming, Picture Cues and Picture Description.

(1) Word-naming usually covers several domains, and is administered in two languages. A comparison of the results allows the teacher to determine overall language dominance and to note whether this dominance varies from home, school and/or neighborhood.

(2) In using Picture Cues, the student is asked questions about cartoons or pictures, first in one language and then in the other. The questions may be arranged so as to elicit a specific item. An analysis of the result reveals the degree of the student's proficiency in both languages.

(3) With Picture Description the student is shown a picture or series of pictures showing activities in familiar settings and is asked to describe, in his or her words, what is happening in the picture, first in one language and then in the other. A comparison of the two samples will show whether one language is dominant.

At the end of each lesson additional areas within the career field are suggested. It is hoped that the teacher will prepare in-depth presentations of those areas and of others he/she may seem important, using the sample lesson as a springboard to his/her own ingenuity and innovativeness. Good luck! ¡Buena suerte!

SAMPLE LESSON PLAN: NURSING/LVN

OBJECTIVE: The student will be able to identify and pronounce twenty technical terms in English (or in Spanish, if needed) as a result of oral vocabulary drills and will be able to transfer these terms to real life situations if instruction is based on the concurrent teaching of the vocational vocabulary and vocational skills.

CONTENT:

EQUIPMENT/EQUIPO

thermometer - el termómetro
wheel chair - la silla de ruedas
pillow - la almohada, el cojín
bed - la cama
emesis basin - la vasija de vomitar
I.V. equipment - equipo para inyección intravenosa
bedpan - bacineta, bacin
urinal - orinal

VERBS/VERBOS

to follow instructions - seguir las instrucciones
to take one's temperature - tomarle a uno la temperatura
to take one's pulse - tomarle a uno el pulso
to take one's blood pressure - tomarle la presión arterial
to hurt - doler
to turn over - voltear
to go for a walk (ride in a wheel chair) - a uno dar un paseo (en la silla de ruedas)
to give a shot - ponerle una inyección
to bathe - bañar

RELATED WORDS/PALABRAS ASOCIADAS

fever - la fiebre, la calentura
degrees - los grados
ache - el dolor
headache - el dolor de cabeza
diet - la dieta, el régimen
shot - la inyección
shift - el turno, la sonda
sore - la llaga, la úlcera

PRESENTATION AND ACTIVITIES

I. Vocabulary Drill (N-TM.1-12 and N-HO.1-7)

A. Drill on names of equipment, using the transparency containing pictures. (1) The teacher pronounces, students repeat, seeing names.

B. Drill on verbs, using transparency showing illustrations of ac-

tions. Drill from the transparency showing list of verbs for the verbs not illustrated. Follow the procedure outlined in A, above.

C. Drill the vocabulary of related abstract words, using transparency of lists. Follow the procedure outlined in A, above.

II. Questions and Answer Drill

NOTE: As these are general questions and students have had little practice, students should be allowed to have vocabulary list before them on the first day and may give any appropriate response.

ENGLISH	SPANISH
1. What do the nurses in each shift have to do?	1. ¿Qué tienen que hacer las enfermeras de cada turno que entra?
2. What is a thermometer used for?	2. ¿Para qué se usa un termómetro?
3. What is the normal temperature for people?	3. ¿Qué es la temperatura normal para una persona?
4. When is an I.V. used?	4. ¿Cuándo se usa un inyección intravenosa?
5. What can be given by I.V.?	5. ¿Qué se puede dar por medio de una inyección intravenosa?
6. Why is it necessary to turn a patient frequently?	6. ¿Por qué es necesario voltear a un paciente en la cama con frecuencia?
7. What is a wheel chair for?	7. ¿Para que se usa una silla de ruedas?
8. Why does a patient sometimes have to use a bedpan or a urinal instead of the bathroom?	8. ¿Por qué tiene un paciente que usar la bacineta o el orinal a veces en vez del baño?
9. Why should a patient follow carefully the diet ordered by his doctor?	9. ¿Por que debe un paciente seguir con mucho cuidado la dieta ordenada por su doctor?

III. DIALOG (N-TM.14,15 and N-HO.8)

Nurse and Patient	Enfermera y Paciente
ENGLISH	SPANISH

N. - Good morning, Mr. Harris. How do you fell this morning?	E. - Buenos días, Sr. Harris. ¿Como se siente usted esta mañana?
P. - I don't feel good. I'm tired of this bed. I want to go home. What are you going to do?	P. - No me siento bien. Estoy cansado de esta cama. Quiero ir a casa. ¿Qué va usted a hacer?
N. - I'm going to do several things. First I'm going to take your temperature and your blood pressure and your pulse. Did you eat your breakfast?	E. - Voy a hacer varias cosas. Primero voy a tomarle la temperatura, el pulso, y la presión arterial. ¿(se) desayunó usted?
P. - No I didn't like it. The soft diet that the doctor has me on is terrible.	P. - No. No me gustó. Esa dieta blanda que el doctor me dio es terrible.
N. - Do you hurt anywhere?	E. - ¿Le duele en alguna parte?
P. - Yes. My back hurts.	P. - Sí. Me duele la espalda.
N. - We're going to make you more comfortable. Do you want a shot for the pain?	E. - Pues vamos a hacerle más cómodo ¿Quiere usted una inyección para el dolor?
P. - No. Not now.	P. - No. ¡Ahora no!
N. - Someone will come to give you a bath and to change your bed. While they do that, we will put you in a wheel chair and take you for a ride. Would you like that?	E. - Alguien vendrá para bañarlo y para cambiar la ropa de la cama. Mientras hacen eso, le pondremos en una silla de ruedas y le llevaremos a dar dar un paseo. ¿Le gustaría eso?
P. - Yes, I would like it.	P. - Sí. Me gustaría.

IV. Questions Based on Dialog

ENGLISH	SPANISH
1. How does the patient feel?	1. ¿Cómo se siente el paciente?
2. What isthe nurse going to do?	2. ¿Que va a hacer la enfermera?
3. Where does the patient hurt?	3. ¿Donde le duele al paciente?
4. Why didn't the patient eat his breakfast?	4. ¿Por qué no (se) desayunó el paciente?

5. How old do you think this patient is? Why?	5. ¿Que´ edad cree usted que tiene este paciente? ¿Por que´?
6. Why do you think his back hurts?	6. En su opinion ¿por que´ le duele la espalda?
7. How are they going to make him more combortable?	7. ¿Co´mo le van a hacer mas comodo?
8. What are other ways of making a patient comfortable?	8. ¿Cuales son otras maneras de hacer co´modo a un pacinete?
9. When they take him for a ride in the wheel chair, what will they do with the I.V. equipment that he has?	9. Cuando lo llevan a dar un paseo en la silla de ruedas ¿que´ haran´ con el equipo de inyeccio´n intravenosa que e´l usa?
10. Is the nurse's manner with the patient good? Explain your opinion.	10. Es bueno el comportamiento de la enfermera con el paciente? Explique su opinio´n.

V. Enrichment Activity

For a brief overview of Nursing duties, make a list of things a vocational nurse may need to say or to discuss with the patient.

EXAMPLES:

ENGLISH	SPANISH
1. Can you go to the bathroom or do you need to use the bedpan?	1. ¿Puede usted ir al baño o tiene que usar la bacineta?
2. To call a nurse, press this button.	2. Para llamar a una enfermera, oprima (apriete) este boton.
3. Would you like the head of your bed raised?	3. ¿Quiere usted que suba la cabecera de la cama?
4. Are you nauseated? Use the vomit pan if you need to.	4. Siente usted nauseas (asco)? Use la vasija de vomitar si la necesita.
5. It's time for your medicine.	5. Ya es hora de tomar la medicina.

VI. Suggestions:

Other areas that should be covered in depth: Make a list of the instruments, machines, devices and processes that a nurse would need to use and their purposes. List related words and verbs with each.

Examples:
1. I.V. - la inyección intravenosa
2. enema - la lavativa
3. catheter - la sonda
4. taking specimens - tomando nuestras
5. massage - el masaje (dar masaje)
6. aspirator - el aspirador
7. stretcher - la camilla

VII. Instructional Materials

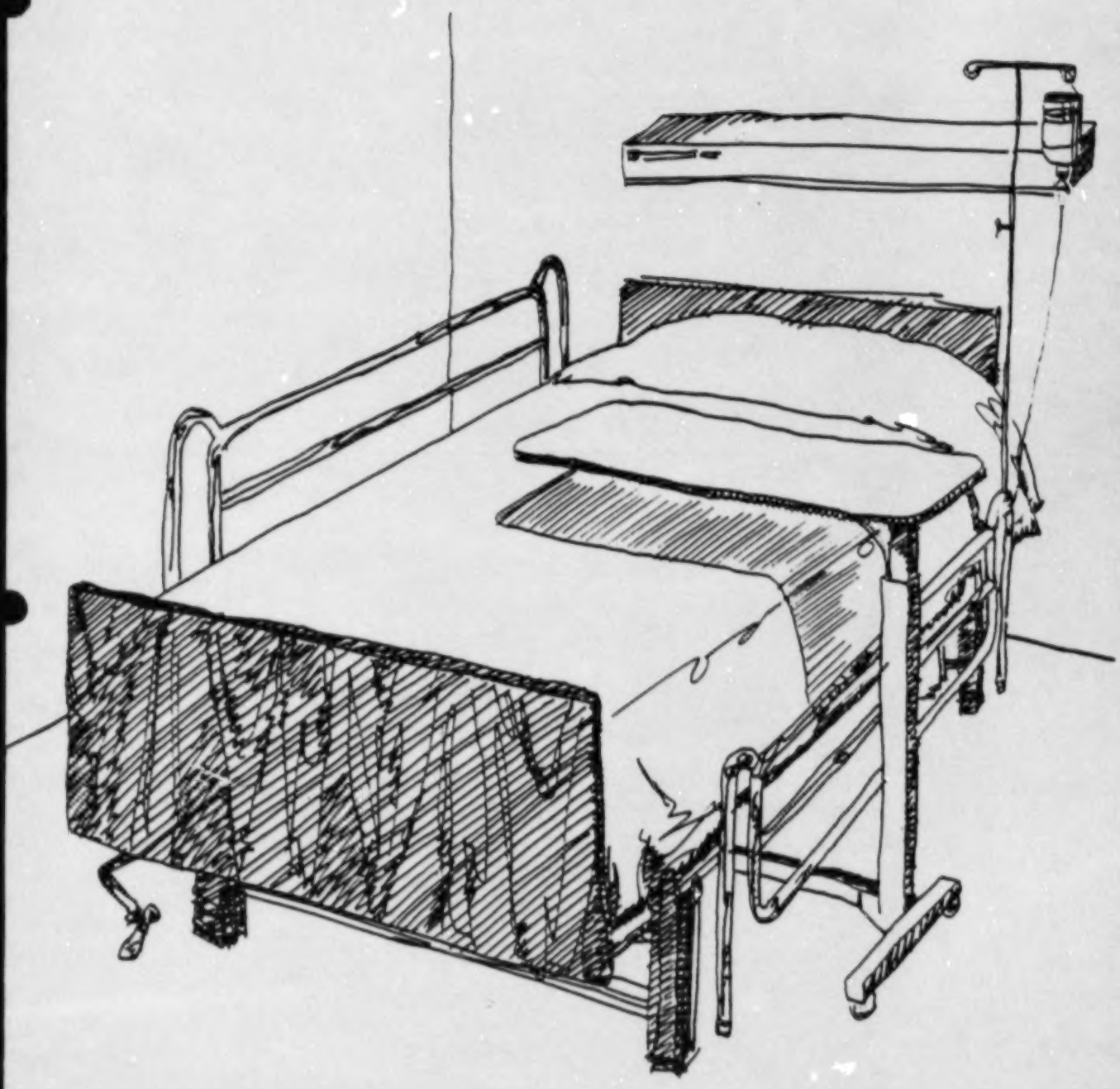
A. Transparencies

N - TM. 1 Wheel chair
N - TM. 2 La silla de ruedas
N - TM. 3 Hospital bed
N - TM. 4 La cama de hospital
N - TM. 5 Bed pan
N - TM. 6 La bacineta
N - TM. 7 Small equipment
N - TM. 8 Equipo pequeño
N - TM. 9 Action verbs
N - TM. 10 Verbos de accion
N - TM. 11 More action verbs
N - TM. 12 Mas verbos
N - TM. 13 Related words
N - TM. 14 Dialog
N - TM. 15 Dialogo
N - TM. 16 Testing: Word-naming
N - TM. 17 Testing: Word-naming
N - TM. 18 Testing: Picture cues
N - TM. 19 Stretcher/la camia
N - TM. 20 Cathetor/la sonda
N - TM. 21 Aspirator/el aspirador
N - TM. 22 Unlabeled bottles/frasquitas de medicina sin nombre
N - TM. 23 What to do in case of fire
N - TM. 24 Que hacer en caso encendio

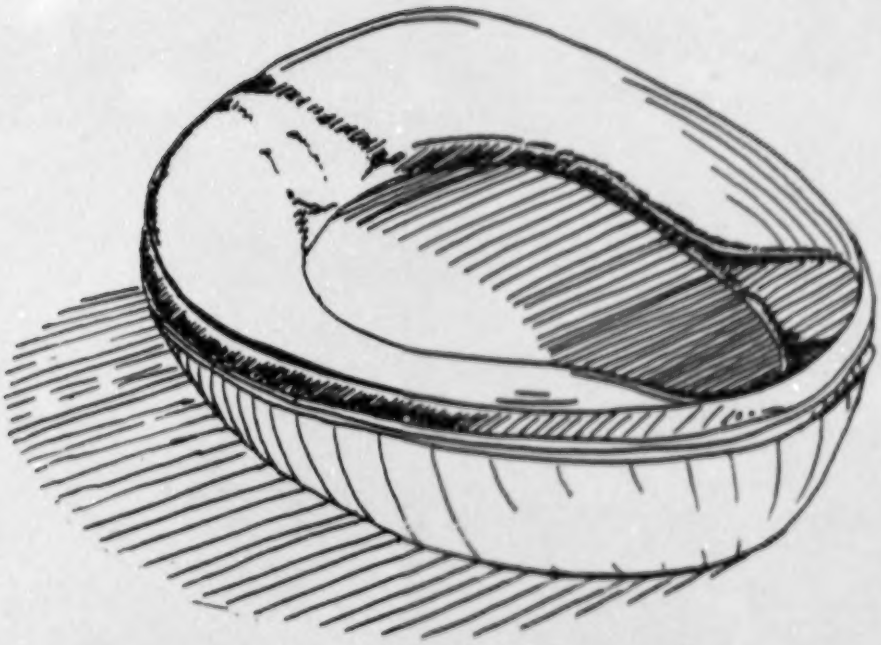
B. Hand-outs

N - HO. 1 Wheel chair/silla de rueda
N - HO. 2 Hospital bed
N - HO. 3 Bed pan/la bacineta
N - HO. 4 Equipment/equipo
N - HO. 5 Verbs/verbos
N - HO. 6 Verbs/verbos
N - HO. 7 Vocabulary/Vocabulario
N - HO. 8 Dialog: Nurse and Patient/Enfermera y paciente
N - HO. 9 Stretcher/la camilla
N - HO. 10 Catheter/la sonda
N - HO. 11 Aspirator/el aspirador
N - HO. 12 Unlabeled bottles/frasquitos de medicina sin nombre
N - HO. 13 What to do in case of fire
N - HO. 14 Que´hacer in caso de incendio

Wheelchair/la silla de ruedas



Bed/la cama

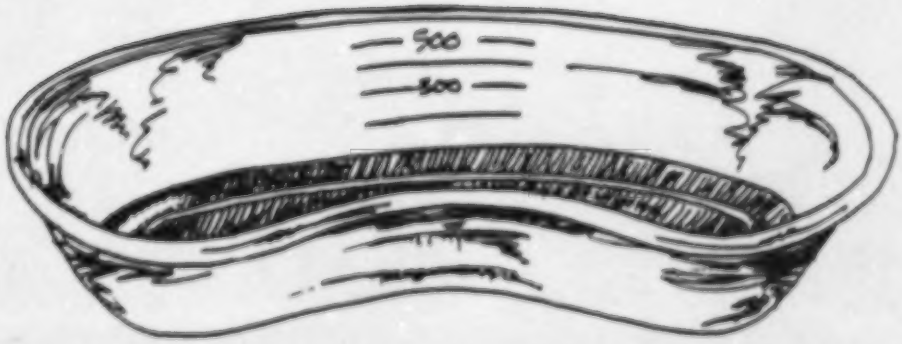


Bedpan/la bacíneta, el bacín

EQUIPMENT/EQUIPO

thermometer/
el termómetro

urinal/orinal

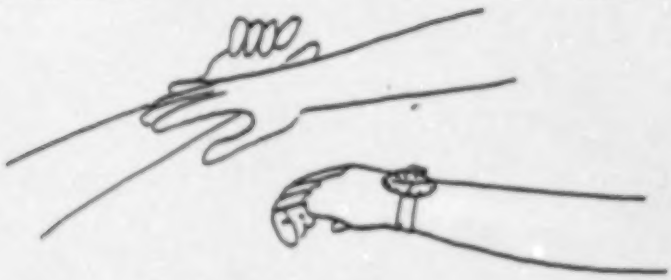


emesis basin (vomit pan)/
vasija de vomitar

VERBS/VERBOS

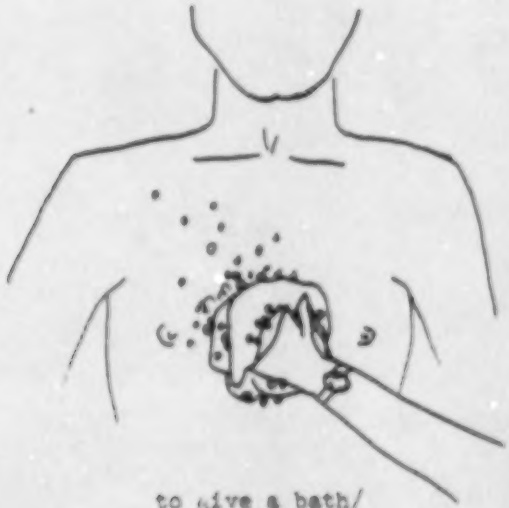
to give a shot/
poner una inyección

to take a temperature/
tomar la temperatura



to take a pulse/
tomar el pulso

to take blood pressure/
tomar la presión arterial



to give a bath/
bañar

VERBS/VERBOS

to go for a walk/
dar un paseo

to hurt/
dolor

to follow instructions/
seguir las instrucciones

to turn over/
voltear

VOCABULARY/VOCABULARIO

EQUIPMENT	EQUIPO
thermometer	el termómetro
wheel chair	la silla de ruedas
pillow	la almohada, el cojín
bed	la cama
emesis basin	la vasija de vomitar
I.V. equipment	equipo para inyección intravenosa
bedpan	bacineta, bacín
urinal	orinal

VERBS	VERBOS
to follow instructions	seguir las instrucciones
to take one's temperature	tomarle a uno la temperatura
to take one's pulse	tomarle a uno el pulso
to take one's blood pressure	tomarle la presión arterial
to hurt	doler
to turn over	voltear
to go for a walk (ride in a wheel chair)	a uno dar un paseo (en la silla de ruedas)
to give a shot	ponerle una inyección
to bathe	bañar

RELATED WORDS	PALABRAS ASOCIADAS
fever	la fiebre, la calentura
degrees	los grados
ache	el dolor
headache	el dolor de cabeza
diet	la dieta, el régimen
shot	la inyección
shift	el turno, la sonda
sore	la llaga, la úlcera

NURSE AND PATIENT

N. - Good morning, Mr. Harris How do you feel this morning?

E. - Buenos días, Sr. Harris. ¿Como se siente esta mañana?

P. - I don't feel good. I'm tired of this bed. I want to go home. What are you going to do?

P. - No me siento bien. Estoy cansado de esta cama. Quiero ir a casa. ¿Qué va usted a hacer?

N. - I'm going to do several things. First I'm going to take your temperature and your blood pressure and your pulse. Did you eat your breakfast?

E. - Voy a hacer varias cosas. Primero voy a tomarle la tempatura, el pulso, y la presión arterial. ¿Desayuno?

P. - No I didn't like it. The soft diet that the doctor has me on is terrible.

P. - No. No me gustó. Esa dieta blanda que el doctor me dio es terrible.

N. - Do you hurt anywhere?

E. - Le duele en alguna parte?

P. - Yes. My back hurts.

P. - Sí. Me duele la espalda.

N. - We're going to make you more comfortable. Do you want a shot for the pain?

E. - Pues vamos a hacerle mas cómodo. ¿Quiere usted una inyeccion para el dolor?

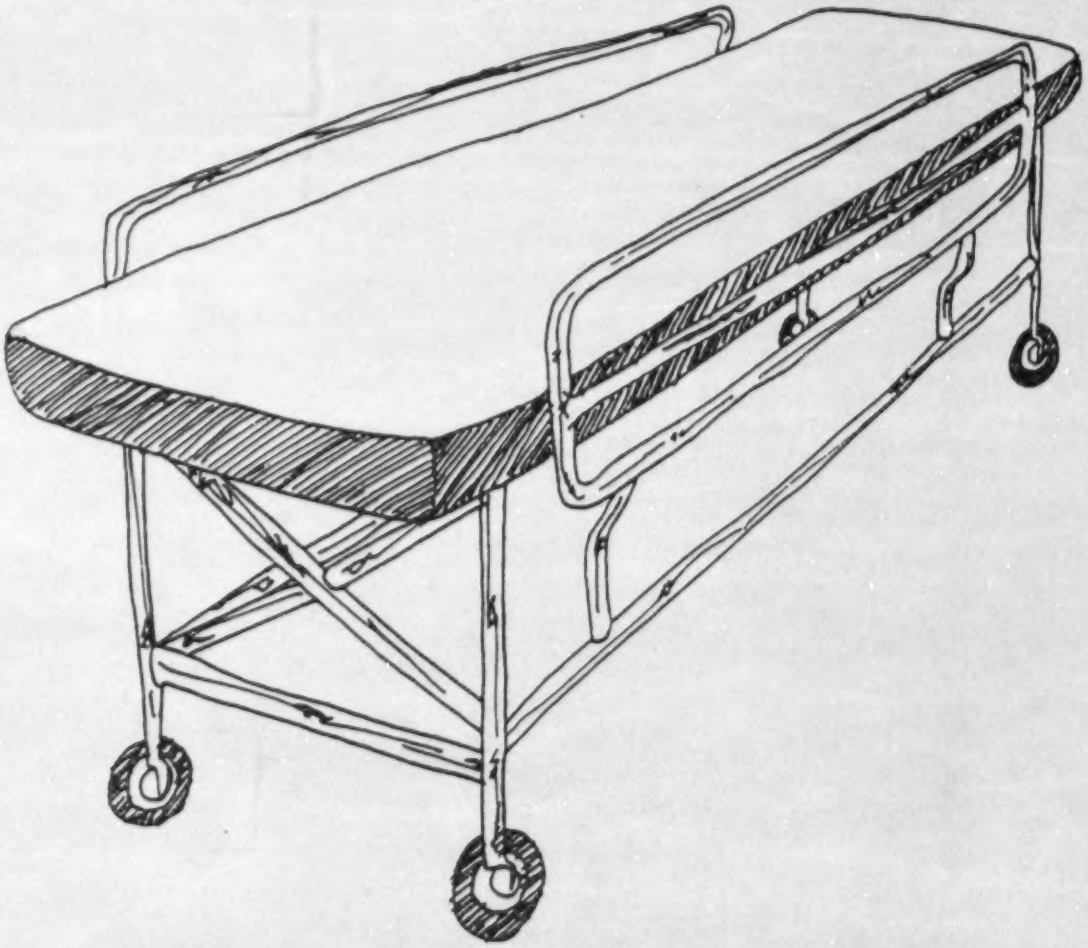
P. - No. Not now.

P. - No. ¡ahora no!

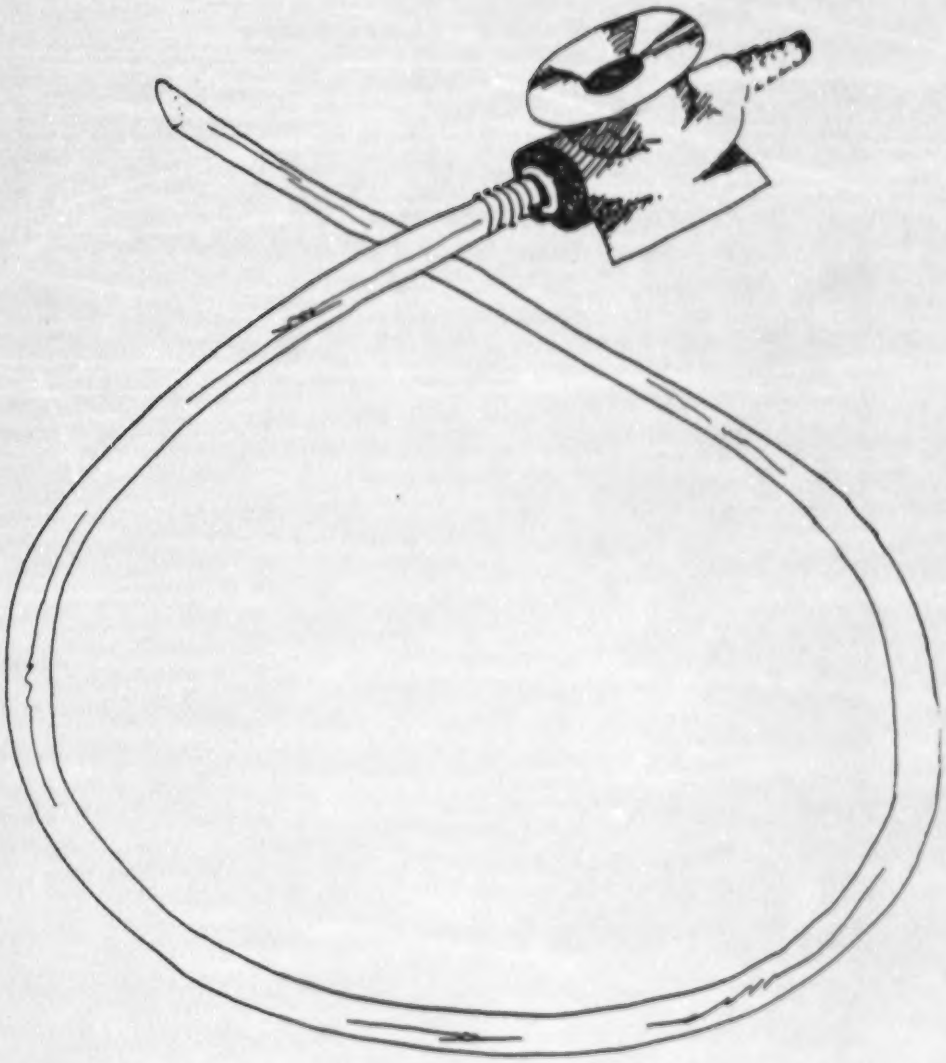
N. - Someone will come to give you a bath and to change your bed. While they do that, we will put you in a wheel chair and take you for a ride. Would you like that?

E. - Alguien vendrá para bañarlo y para cambiar la ropa de la cama. Mientras hacen eso, le pondremos en una silla de ruedas y le llevaremos a dar un paseo. Le gustaría eso?

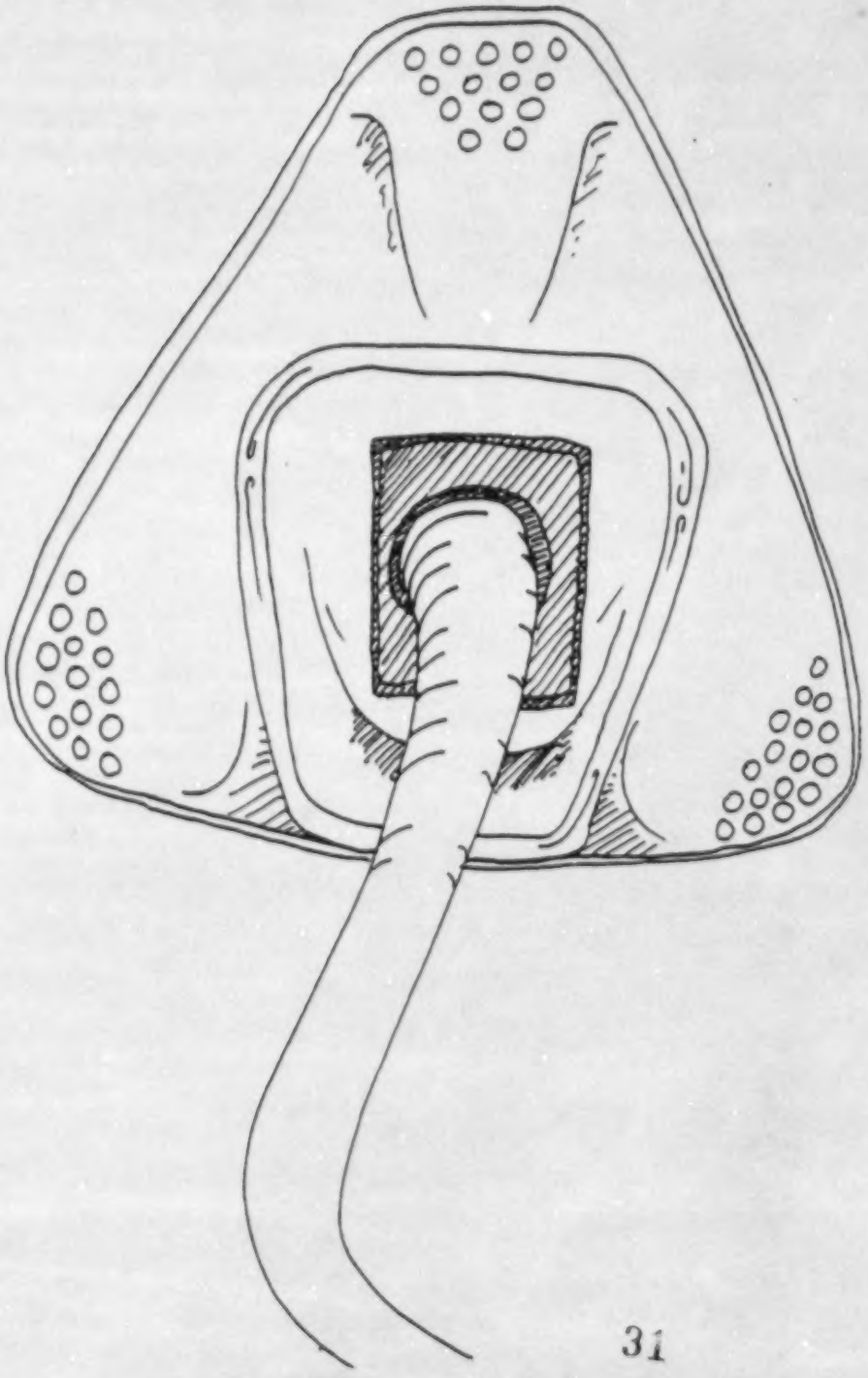
STRETCHER/ LA CAMILLA



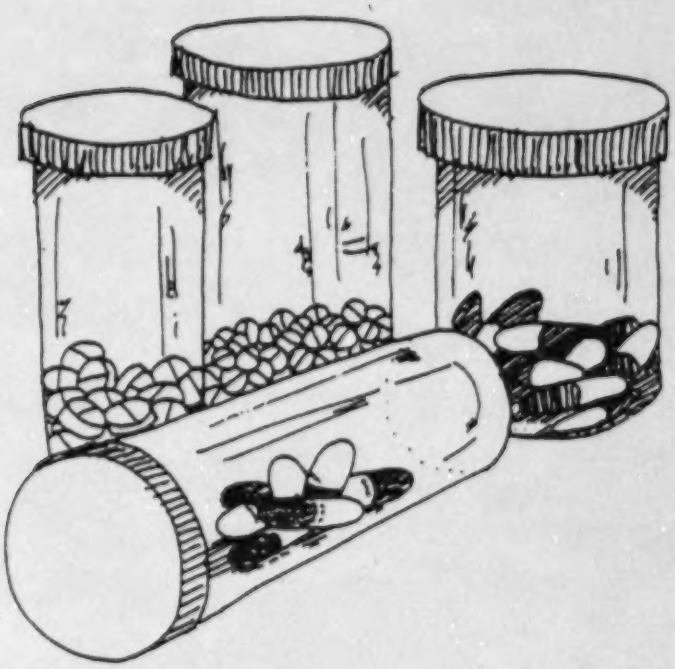
CATHETER/LA SONDA



ASPIRATOR/EL ASPIRADOR

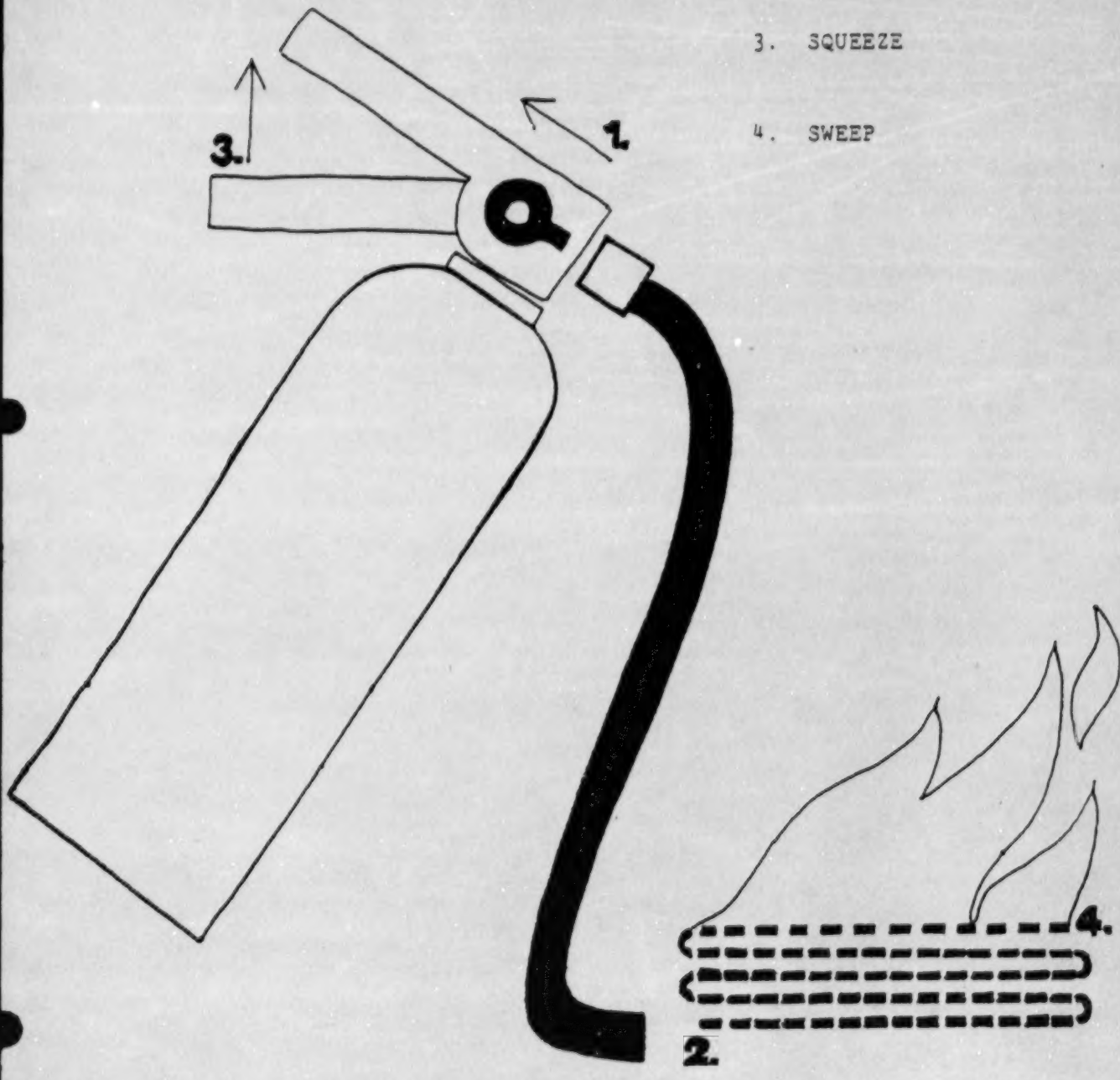


Unlabeled bottles/
frasquitos de medecina sin nombre



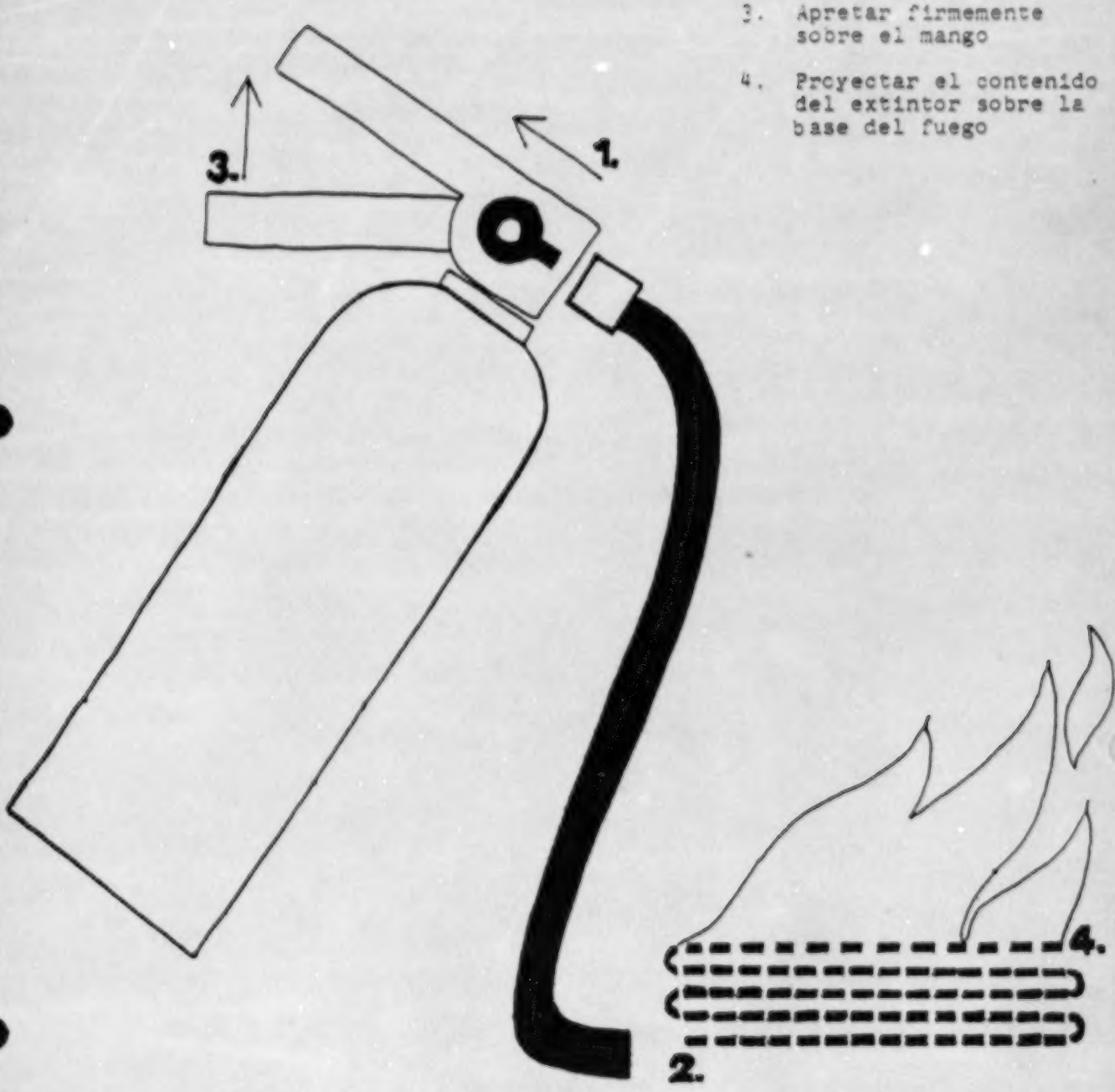
WHAT TO DO IN CASE OF FIRE

1. PULL
2. AIM
3. SQUEEZE
4. SWEEP



QUE HACER EN CASO DE INCENDIO

1. Tirar sobre la palanca
2. Dirigir el extintor hacia el incendio
3. Apretar firmemente sobre el mango
4. Proyectar el contenido del extintor sobre la base del fuego



C. Suggestions for Unit Test (Ten minute quizzes) (N-TM.12;N-TM.14)

1. Word-naming

A comparison of the results allows the teacher to determine overall language dominance and to note whether this dominance varies from domain to domain.

ENGLISH (N-TM.16)	SPANISH
Suppose that you work in this hospital unit.	Supongamos que tu trabajas en este hospital.
a. Tell me what equipment you see. (pause) I.V. equipment, bed-side table.	a. Dime todos los equipos que ves. (pausa) equipo para inyeccion intravenosa, la mesa.
b. Now tell me what else do you see. (pause)	b. Ahora dime que más ves. (pausa)
Look at this picture.	Mira este retrato (esta figura, este dibujo).
ENGLISH (N-TM.17)	SPANISH
a. Tell me what you see?	a. Dime qué ves? (pausa)
b. Now look at the people and tell me what they are doing. (pause) taking temperature, going for a walk.	b. Ahora mira a las personas y dime que estan haciendo. tomando la temperatura, dando un paseo.

2. Picture Cues (N-TM.18)

An analysis of the result reveals the degree of the student's proficiency in both languages.

ENGLISH	SPANISH
a. What does the bed need? (pause) a pillow	a. ¿Qué necesita la cama? (pausa) una almohada
b. What does the patient have? (pause) a fever	b. ¿Qué tiene el paciente? (pausa) tiene fiebre (calentura)
c. What does this patient have? (pause) a headache	c. ¿Qué tiene este paciente? (pausa) dolor de cabeza

3. Picture Descriptions (N-TM.18)

A comparison of the two samples will show whether one language is dominant.

ENGLISH	SPANISH
a. What is the doctor doing? (pause) She is giving a shot.	a. ¿Qué está haciendo el doctor? (pausa) Está dando una inyección.
b. What is the nurse doing? (pause) He is turning the patient.	b. ¿Qué está haciendo la enfermero? (pausa) Está voltiando el paciente.
c. What is the nurse doing? (pause) bathing the patient.	c. ¿Qué esta haciendo la enfermera? (pausa) Está bañando el paciente.

VOCABULARY FOR NURSING/LVN

ENGLISH	STANDARD	NON-STANDARD
ability	la habilidad, el talento, la aptitud	
accident	el accidente	
activity	la actividad	
adjustable headrest	apoyo ajustable para la cabeza	
admit	tr. v. admitir	tr.v. alimitir
afternoon	la tarde	
age	la edad	
amputate	tr. v. amputar	
appliance	el aparato; el instrumento	
assist	tr. v. ayudar	tr.v. asistir
attitude	la actitud	
bathroom	el cuarto de baño	
bed	la cama	
bedclothes	la ropa	
bedpan	la silleta, el bacín plano, el orinal	la borcelana
bedtable (patient's bed)	la mesa del paciente	
bedroom	el dormitorio, la alcoba	la recámara
bedsores	la úlcera por decúbito (causada por la prolongada permanencia en el lecho)	
bladder	la vejiga	
blanket	la manta	
blind	tr. v. cegar n. el (la) ciego, (ga)	
blood bank	el banco de sangre	
blood test	el análisis de sangre	
blood transfusion	la transfusión de sangre	

ENGLISH	STANDARD	NON-STANDARD
blood type	el grupo o tipo sanguíneo	
blood vessel	el vaso sanguíneo (como arteria, vena o tubo capilar)	
broken	roto, ta, quebrado, da, fracturado, da	
burn	tr. v. quemar	
chair	la silla	
chemotherapy	la quimioterapía	
children	niños, as	
cripple	tr. v. lisiar, tullir, lisiado, da, tullido, da	
daily	diario, ria, cotidiano, ana	
day	el día	
decubitus	el decúbito	
delivery room	la sala de partos, la sala de alumbramiento (en un hospital)	
diet	la dieta, el régimen	
early	temprano	
emotional	emocional	
encourage	tr. v. animar, alentar	
equipment	el equipo, el aparato	
essential	esencial	
evening	la noche	
exercise	el ejercicio	
expert	el (la) experto,(ta)	
extremity	la extremidad, el miembro (pie o mano)	
family	la familia	
first	primero, era	
fluid	el líquido	
follow	tr. v. seguir	

ENGLISH	STANDARD	NON-STANDARD
food	el alimento, la comida	
forceps	los forceps	
geiger counter	el contador de géiger	
geiger tube	el tubo de géiger	
gentle	suave	
handicapped	incapacitado, da deshabilitado, da	
hearing	el oído (la acción de oír)	
health	la salud	bueno y sano
help	tr. v. ayudar	tr.v. asistir
high blood pressure	la hipertensión arterial	la alta presión de sangre
home	el hogar, la casa la residencia	el chante, el chantón, el canto, el cantón
hospital	el hospital	el hespital
hospital ward	la sala de hospital	
hour	la hora	
hygiene	la higiene	
increase	tr. v. aumentar, incrementar	
into	en	
maintenance	el mantenimiento, el sostenimiento	
malignant	maligno, gna	
massage	el masaje	
measure	tr. v. medir	
medicine	la medicina	la medecina
mental	mental	
midwife	la partera, la comadrona	
muscle	el músculo	el moso
night	la noche	
nurse	la (el) enfermera (ro)	

ENGLISH	STANDARD	NON-STANDARD
obstetrician	el (la) obstétrico (ica)	
optimal	óptimo, ma, inmejorable	
outpatient	el paciente externo, el paciente no hospitalizado o internado	
pajamas	los piyamas	
patience	la paciencia	la pacencia
poor	pobre	probe, porbe jodido - (slang)
powder	el polvo	
physical	físico, ca	
physician	el médico	
place	tr. v. poner, colocar	
program	el programa	
prostatic	prostático, ca	
protein	la proteína	
radium therapy	la radiumterapia	
rehabilitation	la rehabilitación	
resources	los recursos, los medios	
see	tr. v. ver	
serve	tr. v. servir	tr.v. sirvir
services	el servicio, el auxilio	
set a bone fracture (leg, joint)	tr. v. reducir o ensalmar un hueso (articulación, pierna, fractura)	
sheet	la sábana	
skin	la piel	el cuero, el pellejo
soap	el jabón	
social disease	la enfermedad social	
society	la sociedad	
sphygmograph (pulse-counter	el esfigmógrafo	

ENGLISH	STANDARD	NON-STANDARD
stand up	ponerse de pie	
stroke	la apoplejia; el ataque apoplejico, ataque de parálisis	el ataque da paralis
team	el equipo	
temperature chart	el disgrama de temperatura	
therapeutic	terapeútico, ca	
therapy	la terapía	
thermometer	el termómetro	
towel	la toalla	la tualla
treatment	el tratamiento	
tumor	el tumor	
turn around	f. volverse	voltearse, voltiarse
turnover	v.r. voltearse, dar vueltas	
turnover	doblado o vuelto hacia atrás	
ulcer	la úlcera	la úrsula
walk	i.v. andar, caminar	
water	el agua	
wheelchair	la silla de ruedas	
x-ray	la radiografía	

Slide Number	Narrative
1	Bilingual Vocational Instructional Materials, Nursing/LVN
2	Prepared by Guadalupe López-Cox at Southwest Texas State University, San Marcos, Texas
3	Funded by the Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency, TEA Project No. 11230096
4	Photography by Anders Photography, San Marcos, Texas
5	Narrated by Pablo Cheselka
6	The LVN is part of a nursing team that plans for the care of patients. The nurse also directly assists ill persons who are unable to care for themselves. The nurse is concerned with the emotional wellbeing of patients as well as their physical comfort.
7	When a patient is admitted to a hospital, a nursing home, or needs care at home, he/she is given a certain area that he will live in. This will be his temporary home. A patient may have a room all by himself.
8	He may share a room with one other person, or he may be in a room with several other patients. Whatever kind of room he is in, each patient will have his own bed, overbed table, chair, and other articles. The space for this equipment is called the "patient unit."
9	The most common piece of equipment that an LVN works with is a special kind of bed.
10	These beds may be adjusted to various positions for the comfort of the patient and are often electrically operated.

11 Bed rails provide safety for the patient. Bed rails are ordinarily used for patients who are unconscious and for extremely restless patients. Bedside rails help prevent falls, the most frequent cause of accidents in hospitals.

12 The overbed table can be rolled under the patient's bed so that the table is handy to the patient while lying in bed. When the table is flat, the patient can sit up in bed to eat. When the table is tilted toward the patient, a book can be placed on the table, and the patient can read without tiring.

13 The overbed table also has a storage compartment and a mirror.

14 Many items of equipment are utilized by the LVN in caring for a patient. Some small itmes might be:

thermometers
water pitchers
trays
bath basins

15 Certain supplies are known as "disposables." These items are to be used once and then discarded. "Disposables" include tongue depressors, tissues, paper containers, plastic gloves and disposable syringes.

16 Larger pieces of equipment may be stored in a central supply area. This larger equipment may include I.V. poles, screens for privacy, stretchers, wheel chairs, supply carts, and oxygen equipment.

17 The LVN often helps a patient into or out of a wheel chair. The wheel chair should always be in locked position. The chair could roll, causing both patient and nurse to fall.

18 The stretcher is often used by the nurse to transfer patients to such areas as X-ray and surgery.

19 Be sure the straps holding the patient are fastened securely.

20 When moving a patient on a stretcher, stand at the patient's head and push the stretcher slowly, be sure the straps are secured. Guide the stretcher from the front end when going down inclines.

21 There are four ways of administering oxygen to a patient having difficulty in breathing; 1) under an oxygen tent, 2) through a face mask, 3) a cannula with two small jets inserted in the nostrils, and

22 a catheter, having one jet inserted into the patient's nose.

23 The LVN performs many duties in assisting people when ill. Most importantly, the nurse is concerned with patients as people. The nurse communicates with patients respecting their moods and makes sure to report unusual signals to the head nurse and during the team patient care planning conferences.

La enfermera (LVN)

Slide Number	Narrative
1	Bilingual Vocational Instructional Materials, La enfermera (LVN)
2	Prepared by Guadalupe López-Cox at Southwest Texas State University, San Marcos, Texas
3	Funded by the Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency, TEA Project No. 11230096
4	Photography by Anders Photography, San Marcos, Texas
5	Narrated by Pablo Cheselka
6	La enfermera LVN es parte del equipo de enfermeros que se encarga de la planificación de los servicios del hospital. Ella también ayuda directamente a los pacientes incapacitados, y se interesa por el bienestar físico y mental del pacientes.
7	En el hospital se le concede a cada paciente un área personal. Si es un cuarto privado o uno compartido con otras personas, cada paciente tendrá su propia cama, su mesa giratoria, una silla, y otros artículos. Todo esto se llama "la unidad de paciente."
8	El equipo con que la enfermera trabaja más es la cama especial que se
9	ajusta a varias posiciones para la comodidad del paciente.
10	Algunas camas tienen barandillas que ayudan a prevenir las caídas de las camas, que figuran entre los accidentes mas frecuentes en los hospitales.
11	Las mesas giratorias se ajustan a varias posiciones. En posición horizontal ayuda a comer; en posición mas oblicua puede sostener un libro. La mesa también tiene un espejo y
12	un espacio para guardar los artículos personales.

13 Al cuidarse de los pacientes se utilizan muchos utensilios, que incluyen termómetros, jarras para agua, bandejas y palanganas.

14 Ciertos utensilios se llaman "desechables" porque se tiran a la basura después de usarlos una vez. Estos "desechables" incluyen pañuelos de papel, vasos de papel, guantes de plástico, jeringas desechables, y las paletas que se usan para deprimir la lengua.

15 El equipo grande se guarda en un lugar central. Unos ejemplos de "equipo grande" son los palos usados en la administración intravenosa de medicamentos, las camillas, las sillas de ruedas, los biombos, las carretillas para utensilios, y el equipo para administrar oxígeno.

16 La enfermera frecuentemente asiste al enfermo a sentarse en una silla de ruedas o a levantarse de ella. En ambos casos, siempre se debe poner el freno para asegurar que no se mueva la silla. Un movimiento inesperado podría resultar en una caída.

17 Se emplea la camilla con frecuencia para trasladar al paciente a la sala de rayos X o a la sala de operacion.

18 Hay que estar seguro que las fajas mantienen al paciente firmemente sobre la camilla.

19 Al trasladar a un paciente en una camilla, se debe colocarse a la cabeza del paciente y luego empujar la camilla rodante lentamente.

20 Las fajas siempre deben mantener al paciente firmemente sobre la camilla.

21 Hay cuatro maneras de administrar el oxígeno a un paciente:

en una tienda de oxígeno
por medio de una máscara
una canula con dos aberturas que se insertan en las ventanas de la nariz
por medio de un catéter con una sola abertura que se inserta en la nariz

Nursing

A. Books

1. Babcock, Dorothy Ellen, R.N., B.S.N.E., M.S.N. Introduction to Growth, Development and Family Life - 3rd Edition.

2. Bergersen, Betty S., R.N.,M.S., ED. D. Pharmacology in Nursing - 12th Edition.

3. Blake, Florence G., R.N., M.A., Nursing Care of the Children - 8th Edition.

4. Brady, Robert J., Co., 1969. Being A Nursing Aide Hospital Research and Educational Trust. Bowie, Maryland.

5. Brigley, Catherine M., F.N., M.A. Pediatrics for the Practical Nurse.

6. Brunner, Lillian Sholtis, R.N., B.S., M.S. & Doris Smith Suddarth, R.N., B.S.N.E.M.S.N. Textbook of Medical-Surgical Nursing - 3rd Edition.

7. Caldwell, Esther, and Barbara R. Hegner. Geriatrics: A Study of Maturity. Albany, New York: Delmar Publishing, 1975.

8. Culver, Modern Bedside Nursing.

9. Ferris, Elvira B. B.A., M.S. 1974. Microbiology for Health Careers.

10. Fitch, Grace E. M.S., R.N. & Margaret A. Larson, M.S., R.N. Arithmetic Review and Drug Therapy for Practical/Vocational Nurses - 3rd Edition.

11. Fitzpatrick, Reeder, Mastroianni. Maternity Nursing - 12th Edition.

12. Frobisher, Martin, Robert Fuerst, Microbiology in Health and Disease, 13th Edition.

13. Govini, Drugs and Nursing Implications Physicians Desk Reference (PDR)

14. Jacob & Francone, Anatomy and Physiology.

15. Jarvis, Ana, Raquel Lebredo, Mena, Medical Personnel Workbook D.C. Heath and Co., Lexington, Massachusetts.

16. Johnston, Mabyl K., R.N., M.S., ED. Mental Health and Mental Illness.

17. Keane, Claire Brackman, R.N., M. ED. Saunders Review for Practical Nurses - 2nd Edition.

18. Drause, Maire V., Martha A. Hunscher, Food Nutrition and Diet Therapy, 5th Edition.

19. Manfreda, Marguerite, R.N., M.A. & F.A. Davis Company. Psychiatric Nursing.

20. Reese, Dorothy, How to be a Nurse's Aide in a Nursing Home American Health Care Association, 1975, 1200 15th St., N.W., Washington, D.C. 20005.

21. Robinson, Corinne H. Basic Nutrition Therapy - 3rd Edition.

22. Ross, Carmen F. Personal and Vacational Relationships in Practical Nursing - 46th Edition.

23. Squire, Basic Pharmacology for Nurses.

24. Tabers, Cyclopedic Medical Dictionary.

25. Thompson, Ella M., R.N., B.S. & Caroline Bunder Rosdahl, R.N., M.A. Textbook of Basic Nursing - 2nd Edition.

26. Thompson, Rosdahl, Chapters - 36-38 Basic Textbook of Nursing - 12th Edition.

27. VonGremp & Broadwell, Practical Nursing Study Guide & Review.

28. Worley, Pharmacology and Medications.

29. Nutrition Almanac, Nutrition Search Inc. Copyright 1975.

B. Films

General Services Administration
National Archives and Records Service
National Audiovisual Center
Washington, D.C. 20409

1. Nursing Scene, The - Dig on It

12 minute, 16mm film, OPT. SD, COL 1979
Producer USDIVN Title No. 003098/RH Sale $69.50

Describes the nursing profession, including its duties, specialties, training, and the courses which would be taken in High School.

2. "Helping to Dress and Undress a Patient", Trainex Corporation, Garden Grove, California 94642.

3. Nursing Care of the Sick and Injured (Spanish)

   16mm film, OPT, SD, COL 28 minutes 1965
   Producer USPHS Sponsor USNMAC Agency No. M-1008
   Title No. 007109/RU Sale $178.75

4. Aide to a Better Way of Life, An (Spanish)

   18 minutes, 16mm film, OPT, SD, COL
   Producer USPHS Sponsor USNMAC
   Title No. 121543/RU Sale $115.00

5. Handwashing In Patient Care (Spanish)

   15 minutes, 16mm film, OPT, SD, COL 1961
   Producer USPHS Sponsor USNMAC Agency No. M-1045-SP
   Title No. 006386/RU Sale $95.75

6. A Chance to Be

   30 minutes, Color, 1977 Office of Education
   16mm film No. A00671/BM Rental $12.50 Sale $174.00
   Videocassette No. A00672/BM Sale $100.00

   Career education programs for special populations: women, minorities, the handicapped, and the gifted.

7. Colloquium Highlights - The Nature of Nursing, is it Changing?

   29 minutes, 3/4 videocassette, COL 1979
   Producer USNMAC Sponsor USNMAC
   Title No. A02385/PA Sale $45.00

8. Distinguised Leaders in Nursing

   Dorothy M. Smith, R.N.
   60 minutes, 3/4 videocassette, COL 1979
   Producer USMAC Sponsor USNMAC
   Title No. A02570/PA SAle $51.00

9. X-Rays So You Want to be in Pictures

   Slide set package - 79 2"x2" color slides
   -14 minute audiocassette No. 010570/AB $28.75

   Filmstrip
   Filmstrip package - 35mm color filmstrip
   -14 minute sudiocassette No. A00922/AB $21.00

C. Safety Signs

1. Ready Made Sign Co., Inc.
   12-07 44th Avenue
   Long Island City, N.Y. 11101
   Phone (212) 784-7000

2. World-Wide Sign Company
   3171 McCall Drive
   Atlanta, Georgia 30340
   Phone (404) 455-3800

3. Marzetta Signs Inc.
   1356 South 50th Street
   Richmond, Calif. 94804
   Phone (415) 234-3270

   Spanish Catalog is available and Spanish-English bilingual signs may be obtained upon request.

4. The OSHA Comprehensive Safety Compliance System for Public School Districts, Vocational Schools, and Community Colleges.

D. Spanish Resources

1. Kearon, Thomas P., Maria Antonia Di Lorenzo-Kearon, Medical Spanish A Conversational Approach.

Spanish Dictionaries

1. Pequeño Larousse, Español-Inglés, English-Spanish

2. Pequeño Larousse, Ilustrado